

TYPES OF POETRY		
Type	Definition	Characteristics
Free Verse (sometimes called blank verse)	Poetry that does not rhyme but does have rhythm; may use some rhyme, alliteration, or other language pattern.	<ul style="list-style-type: none"> • Does not have to rhyme • Usually has rhythm determined by the poet, but seldom with a regular beat • Written without rules (writer makes his own rules) • Uses figurative language • Can be short or long
Lyrical Poetry	Songlike poetry that has rhythm and sometimes rhyme, and is memorable for sensory images and description.	<ul style="list-style-type: none"> • Sounds like a song • Lots of descriptive, figurative language • Helps you form a picture in your head • Usually short • Has rhythm and sometimes rhyme
Narrative/Ballad	A story poem that relates an event or episode; gives the effect of a song; may be a lyric, a sonnet, or free verse, but it must tell a story.	<ul style="list-style-type: none"> • Tells a story, sometimes a long tale • Has rhyme and rhythm • Uses repetition • Tells about an important event or heroic deeds • Can be a fantasy • Can be funny or serious
Epic/Saga	A long narrative poem, usually about the great deeds of a folk hero (epic), or a similar and more sophisticated narrative poem with less emphasis on the hero (saga).	<ul style="list-style-type: none"> • Uses sophisticated language • Usually describes lofty or high goals and ideals • Usually involves a hero and a long quest
Haiku	An ancient Japanese form of non-rhyming poetry that creates a mental picture and makes an emotional statement.	<ul style="list-style-type: none"> • Has seventeen syllables • Does not rhyme • Lines 1 and 3 have five syllables • Line 2 has seven syllables • Usually has two parts: (1) a description; (2) a statement of mood or feeling • Usually expresses a truth about the natural world • Meaning not evident immediately • Appears simple but abstract; meaning makes it more complex

Figure 13.3 Types of Poetry

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Type	Definition	Characteristics
Limerick	A nonsense form of rhyming verse, usually surprising and humorous.	<ul style="list-style-type: none"> • A five-line irreverent rhyming poem • Lines 1, 2, and 5 rhyme • Lines 3 and 4 rhyme • Silly subjects • Humorous • Sometimes has a surprise
Concrete Poetry	Poems with words (and sometimes punctuation) arranged to present a concrete picture of the idea the poem is conveying.	<ul style="list-style-type: none"> • Arrangement of text looks like or is related to the meaning • May look like an object or show movement • Shows meaning through both the words and the shape of the poem
Sonnet	A fourteen-line verse consisting of three four-line stanzas (quatrains), each with its own rhyme pattern, and ending with a couplet	<ul style="list-style-type: none"> • Has rhythm that makes it pleasurable to listen to • Often conveys strong emotions • Often tells about historical events

Figure 13.3 Types of poetry (cont.)

Elsewhere we have written about using a poetry workshop to help students learn about poetry in a meaningful and enjoyable way (see Fountas and Pinnell 2001, Chapter 24). Here we discuss using the workshop structure to help students learn about the genres of poetry.

Many teachers have implemented readers' workshop (see Chapter 15) and writers' workshop (see Chapter 18) in their classrooms. Usually the workshops take about sixty minutes each, every day. Once a week, several times a month or a week per month, a combined two-hour workshop can focus on reading and writing poetry. The poetry workshop has a particular structure (see Figure 13.4).

Poet talk. The workshop begins with a short "poet talk" in which the teacher tells students something interesting about a poet or their poetry they have

come to know through reading his poems. This element is optional and quite short, but it helps students realize that poets are people! Websites of various poets who are popular with young people provide plenty of information.

Read-aloud and minilesson. A time for reading, enjoying, and talking about poems. By reading aloud the same poem a few times, the teacher helps students experience and enjoy it. Students share their noticings and talk about what the poem says to them. They internalize examples as a foundation for learning poetry genres. As students become more experienced, these known examples help them notice the characteristics of poetry and the subdivisions within it. A short minilesson refers to the examples and helps students develop a specific understanding.